# U-STARS~PLUS

Using Science, Talents and Abilities to Recognize Students ~ Promoting Learning for Under-Represented Students

HIGH-END LEARNING

☆ Curriculum Differentiation
→ curriculum compacting
→ tiered activities
→ learning centers/stations
→ independent studies/group projects
→ questioning/higher-order thinking skills

☆ Dynamic assessment to Inform classroom instruction
☆ Flexible Grouping
☆ Classroom Support Materials:
→ *Science & Literature Connections*
→ *Science Non-Fiction Connections*

INFRASTRUCTURE BUILDING For SYSTEMIC CHANGE

☆ Capacity building of leadership & teachers (i.e. professional development & policy)
☆ Fidelity of Implementation (district, school, classroom)
☆ Accountability (district, school, classroom, child)

Nurture

Respond Recognize
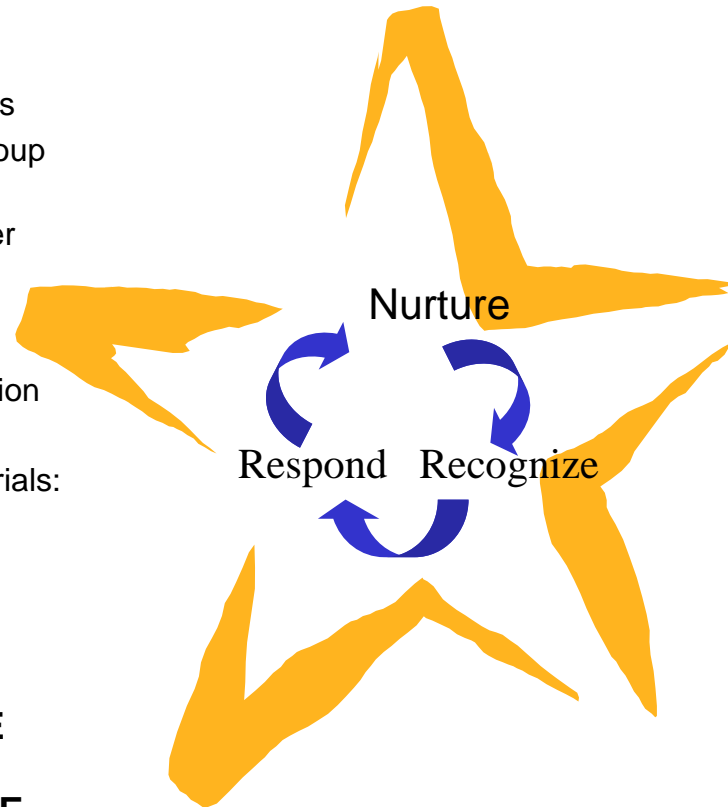
TEACHERS' SYSTEMATIC OBSERVATIONS

☆ "At-potential" versus "At-risk" mindset
☆ Teacher's Observation of Potential in Students (TOPS), a teacher tool to recognize students with outstanding potential from underserved populations
☆ Building a body–of–evidence, using informal & formal measures over-time

HANDS-ON/INQUIRY-BASED

☆ Promotes thinking, achievement, & language development
☆ Captivates students' interest through real-world setting & content integration
☆ Focuses on exploration &

FAMILY & SCHOOL PARTNERSHIPS

☆ Family involvement programs
☆ Effective parent conferences and communication
☆ *Family Science Packets*
☆ Cultural understanding (impact of poverty, diversity, and social emotional needs)

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